

ISSN: 2174-7822

REVISTA ELECTRÓNICA DE INVESTIGACIÓN

DOCENCIA Y CREATIVIDAD
ELECTRONIC JOURNAL OF RESEARCH, TEACHING AND CREATIVITY

RESEÑA DEL LIBRO:

Martínez Sariego, M. (2010). *Creating CLIL Materials: Topics, Ideas and Resources*. Morrisville (North Carolina): Lulu Publishing. ISBN: 978-1-4461-5477-9. 112 pp.

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Revista Electrónica de Investigación, Docencia y Creatividad
<http://www.revistadocrea.com>

Fecha de recepción: 23 de marzo de 2015

Fecha de revisión: 21 de junio de 2015

Fecha de aceptación: 26 de junio de 2015

Espinosa, A. (2015) [Reseña del libro: Martínez Sariego, M. (2010). *Creating CLIL Materials: Topics, Ideas and Resources*. Morrisville (North Carolina): Lulu Publishing]. *Revista Electrónica de Investigación Docencia y Creatividad, DOCREA*, 4

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Content and Language Integrated Learning (CLIL) has become the umbrella term describing both teaching and learning a curricular subject by means of a language other than that normally used and learning a foreign language by studying a content-based subject. CLIL is taking place and has been found to be effective in all sectors of education from primary to adult and higher education. Its success has been growing over the past 15 years and continues to do so. The key issue is that the learner gains new knowledge about the 'non-language' subject while encountering, using and learning the foreign language, being the methodologies and approaches used very often linked to the subject area, with the content leading the activities. In this book the author includes a preface about CLIL (pp. 7-10), and presents three didactic units designed for the implementation of CLIL in a secondary school in Córdoba, within the frame of the Plurilingualism Promotion Plan in Andalusia.

The first unit, intended for students of 1st course of ESO, is inscribed in the Natural Sciences subject and deals with the macro topic "Water conservation" (pp. 11-36). The second unit, entitled "Opera and Vocal Music from Romanticism Onwards", is intended for students of 2nd course of ESO and is inscribed, of course, in the Music subject. Finally, the third unit deals with "The Age of Imperialism" and was elaborated for students of 4th year of ESO learning History.

The author is offering valuable material for the implementation of CLIL in secondary schools. In each unit illustrations with labels and captions are used to define key terms, introduce topics, and examine steps in processes (e.g. the water cycle). They often summarize the main points in longer texts, so they prepare learners for extended reading. As output tools, they enable learners to communicate at a basic level. Content area texts communicate the genre, vocabulary, and language characteristic of the discipline. Familiarity with text features prepares learners to understand authentic materials. This is especially true for the third unit, "The Age of Imperialism", devised for students of 4th year of ESO. In all the units the author makes valuable use of graphic organizers like Venn diagrams, tables, and flow charts, which present information visually. As output tools, these graphic organizers help learners with limited language skills to communicate intelligibly. Finally ICT applications, for which different links are offered, convey information in a virtual 'hands on' format which suits kinesthetic learners. Rich visual support coupled with interactivity enables students to learn through active participation.

This book offers effective and interesting material to implement CLIL in High school classes. A close look at its style and graphic materials reveals it as a collection of particularly effective and dynamic materials. Learners will find motivation through well explained lessons which will definitely allow teachers to dig deeper in the intricacies of CLIL and support the implementation of the Plurilingualism Promotion Plan in Andalusia or other Spanish communities, if needed.